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ABSTRACT

An effort to determine and describe the status of the shared services boards of the State of New York is described. By means of a 5-sheet questionnaire, information was gained regarding the status of the shared services boards, what they are doing, and how they were developed. This information is analyzed in the document. A sixth sheet was added to the original questionnaire to gather information relative to shared services teachers. Discussion includes general observations and conclusions, description of boards of cooperative educational services; educational programs under direct control of shared services boards; duties of the shared teacher; and also the role problems, operation, and activities of boards of cooperative educational services. The appendix contains the complete questionnaire utilized to gather information for this analysis. (SW)

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SHARED SERVICES BOARDS

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An analysis of the development of a pioneering educational experiment in suburban and rural areas of New York State

Frederick J. De La Fleur

New York State
School Boards Association, Inc.
170 State Street, Albany 10, New York

March 1961

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TABLE OF CONTENTS

	Page
Introduction	7
Part I General Observations and Conclusions	11
Part II Description of Boards of Cooperative Educational Services	16
Explanation of Terms Used in Tables—Component Districts—Public School Enrollment—Equalized Valuation—Estimated Equalized Valuation per Pupil—Comparisons of High and Low Enrollments with High and Low Valuations—Non-Professional Employees—Observations	
Part III Educational Programs Under Direct Control of Shared Services Boards	23
Vocational Education	23
County Vocational Education and Extension Boards—Boards of Cooperative Educational Services—Observations	
Educational Services for Atypical Children	29
Observations	
Part IV The Shared Teacher	36
Sole and Supplemental Services Compared—Observations	
Part V The Board of Cooperative Educational Services—An Agency For The Improvement of Instruction	43
The Role of Boards of Cooperative Educational Services—The Operation of Boards of Cooperative Educational Services—Activities of Boards of Cooperative Educational Services—Capsule Description of Activities—Problems Faced by Boards of Cooperative Educational Services	
Appendix (Questionnaire, Sheets 1-6)	53

LIST OF TABLES

TABLE		PAGE
1	Distribution of Enrollment of Boards of Cooperative Educational Services, October 1959	17
2	Distribution of Equalized Valuation of Boards of Cooperative Educational Services, 1958-59 and 1959-60	18
3	Distribution of 1959-60 Estimated Equalized Valuation per Pupil Enrolled and per Estimated Weighted Average Daily Attendance for Boards of Cooperative Educational Services	19
4	Comparisons among Boards of Cooperative Educational Services of High and Low Enrollments with High and Low Valuation per Pupil Enrolled, 1959-60	20
5	Vocational Course Offerings Reported by Shared Services Boards, 1959-60	25
6	Years in Which New Vocational Courses Have Been Established by Boards of Cooperative Educational Services, 1955-59	26
7	Effect of Number of Agriculture Courses Established by Shared Services Boards in a Two-Year Period upon the Number of Agricultural Courses Offered by the Component Districts in 1957-58	27
8	Years When Educational Services Were Started for Atypical Children by Shared Services Boards	33
9	Services for Atypical Children Being Considered by Shared Services Boards, to be Established in the Future	34
10	Average Pupil Exposure per Teacher in Component Districts Using Shared Service Teachers, Where Such Teachers Render Sole Service and Where They Supplement Local Teachers, New York State, 1959-60	38
11	Average Pupil Exposure per Teacher in Component Districts Using Shared Teachers in Urbanized and in Rural Counties, for Such Teachers Rendering Sole Service and Those Supplementing Local Teachers, New York State, 1959-60	40

MAP

Mountainous and Low-Income Farming Areas in New York State 30-31

Introduction

Two types of shared services boards have been in existence in New York State: the county vocational education and extension boards, which date back to 1927, and the boards of cooperative educational services, which date back to 1948. The latter were established to serve as an interim step, leading to the establishment of intermediate districts. None of these had been established under the Intermediate District Law through 1960.

Boards of cooperative educational services got off to a slow start, but they began to develop rapidly in 1955, and their development continued apace thereafter. In 1957 the first annual state-wide meeting of shared services boards was held in Utica, and at that time it was requested that a permanent Shared Services Committee be created within the framework of the New York State School Boards Association. This committee expressed a desire for research to discover how shared services boards had been developing over the years, for it was recognized that different people were attempting to meet local educational needs differently in different parts of the State.

In the spring of 1959, the Directors of this Association authorized a Research Advisory Committee on Shared Services Problems to assist in planning and evaluating research for these boards. At a meeting of the advisory committee it was recommended that the first study to be undertaken should be one to find out what the shared services boards of the State look like, what they are doing and how they have developed, since there was no organized information on these matters.

A five-sheet questionnaire was drawn up and mailed to each board of cooperative educational services and county vocational education and extension board in the fall of 1959. A follow-up letter in the early winter resulted in responses from better than 96 percent of the cooperative boards and from all of the vocational boards which offered any services to public school children.

After responses from the first sheet of the questionnaire had been tabulated, a sixth sheet requesting information from each component district was distributed, and a follow-up letter resulted in a 92 percent return.

During the summer and fall of 1960, discussions were held with the executive officers and some staff and board members of 30 cooperative boards. These followed analyses of the questionnaire returns and were supplemental to them.

As a result of the wholehearted cooperation of those connected with shared services boards, an accurate picture of their development and present status is available for the first time.

This study does not include an investigation of methods of meeting costs of services of these boards. The Joint Legislative Committee on School Financing has been created to look at the total financial situation facing education in New York State. Research is being undertaken by this Association's Central School Committee for Educational Research and

others for means of financing education to meet shortcomings inherent in present formulas. Any statutory changes as a result of financial research now underway would quickly make obsolete any findings concerning present financial provisions for these boards.

William Crocoll, assistant superintendent of the Board of Cooperative Educational Services for Westchester Supervisory District No. 2, submitted the original draft of the text for Part V of this report. Mrs. Cora S. Plumb, research assistant, submitted the original text for Part II. In addition, she was responsible for tabulating the responses to the questionnaire and statistical work, as well as editing the manuscript and proofing copy. The members of both the Shared Services Committee and of the Research Advisory Committee on Shared Services Problems have given helpful and constructive criticism throughout the study. The Director of Research takes personal responsibility for observations drawn from reports submitted by those in the field.

There follows a glossary of terms not defined in the text of the report. The questionnaire appears in the Appendix.

Glossary

of terms not defined in the text

Board of cooperative educational services. Established pursuant to Sec. 1958 of the Education Law. A policy-making board of citizens with a district superintendent of schools as executive officer. Also, loosely, the geographical area covered by the activities of such a board, including common, union free and central school districts as well as some village superintendencies and smaller city districts which may participate directly in the services offered by such board. Furnishes certain educational services.

County vocational education and extension board. Established pursuant to Secs. 1101-1106 of the Education Law. Organized by a county board of supervisors. Differs somewhat from the board of cooperative educational services in the services it can render and in state aid provisions.

Intermediate district. Established pursuant to Secs. 1950-1957 of the Education Law. None have been created. A district covering the geographical area administered by one or more district superintendents of schools superimposed over the local district organization to furnish them certain educational services.

Equalized valuation. "Assessed valuation" divided by the "equalization ratio" gives "equalized valuation". State statutes use "true value" or "full value" for the same figure. "Equalized valuation" used so as not to confuse it with market or sales value. Represents approximate market valuation as of the years on which equalization ratios are based.

Weighted average daily attendance. Attendance of a pupil in half-day kindergarten is multiplied by 0.50; in grades 1-6, by 1.00; in grades 7-12, by 1.25. Attendance so "weighted" for half of the attendance periods in a school year, divided by the total number of days in those periods. Certain other adjustments can be made for state aid purposes.

Shared teacher. A professional employee of a board of cooperative educational services whose time is assigned to two or more different component districts, regardless of whether the duties are in or outside the classroom.

PART I

General Observations and Conclusions

The purpose of this study has been to discover how shared services boards have emerged in order to furnish guidelines for their continued development.

No uniform pattern of existence had been mandated by the Legislature when boards of cooperative educational services were established, as was the case when county vocational education and extension boards were set up. In the long run this has been beneficial to cooperative boards because it has permitted them to develop educational programs tailored to the needs and aspirations of their particular localities. They had freedom to experiment as to their role, their functions, their philosophies and their services.

On the other hand, the vocational boards have continued to flourish only in the New York City metropolitan area, where conditions are favorable to their existence. They have persisted elsewhere generally to meet some particular local need. As cooperative boards have adapted themselves to broader concepts of educational services, most vocational boards have ceased operations and later disbanded their organization.

1. A wide divergence has been found among cooperative boards in New York State, due to wide differences among existing local situations.

In fact, cooperative boards have been characterized, not by a central tendency, but rather by a central spread as to enrollments, total valuation, valuation per pupil, use of professional and non-professional personnel, and services offered.

It is not surprising that a relatively recent, pioneering educational effort should show wide divergencies as different people react differently to meet differing situations. As each has gained experience and the resultant knowledge has been shared with others, threads are being brought together and woven into recognizable patterns.

2. The prime motivation of all boards of cooperative educational services and those responsible for carrying out their functions has been service to component districts.

The major differences that have appeared have been ways in which the service has been rendered. Some boards have relied solely upon requests to them because they wanted no slightest appearance of interference with the prerogatives of the component districts. Others have exhibited more aggressive leadership and have called upon the leadership potentialities of school boards, administrators and faculty members within their areas to initiate educational improvements or expansions of service, and to raise the level of educational expectancies of the communities they serve.

3. Expansion of program offerings through the use of shared teachers has been particularly noted in rural areas of New York State. Educational services through the cooperative use of nonclassroom professionals have had their greatest expansion in more densely populated areas.

Services, once started, are almost universally continued, or even expanded. This may be due to careful prior exploration as to what the individual services should accomplish and how they would be received locally. On the other hand, it may also be due in part to the fact that people in rural areas have been more desirous of new program offerings than school officials had previously realized.

It is heartening to note that services of nonclassroom professional personnel are also being successfully adopted in some rural areas. On the other hand, it is also noted that these services are generally being spread much too thin in those rural areas which are adopting them.

The time and energies of available personnel of a number of cooperative boards is still largely limited to hiring and scheduling shared teachers. This situation is found in rural areas predominantly characterized by small local school districts.

Upon reorganization of these small component districts into larger, stronger units, the enlarged districts will themselves be furnishing most of the services they can now get only through the vehicle of the cooperative board. When reorganization in an area has taken place, the cooperative board will in turn be in a stronger position to furnish those other area-wide services which are now being denied to the pupils of such areas.

In general these services are of the type which a city or larger village district is likely to be furnishing to pupils and teachers in their systems. They would include, for example, psychiatric, psychological and guidance services for pupils; consultant and specialist services and in-service training for teachers; identification of gifted pupils and the development of programs for them; thorough screening for pupils with handicaps, and educational and therapeutic services for them; and an evaluation of those practices adopted for both the gifted and the slow which can benefit the average pupil. Further, the cooperative board, cooperating with city and village districts within its borders, and, if need be, with neighboring cooperative boards, can then proceed also to establish sound, comprehensive vocational programs on an area-wide basis.

4. The use of shared teachers changes in character as enrollments of component districts increase.

Significant increases in enrollments have occurred in suburban areas which attract new families both from core cities and from other areas. Reorganization of districts in an area will result in one enlarged school district in place of two or more districts with small enrollments.

From their very nature, small districts need to share teachers in such areas as art, music, driver education, health and guidance services

and physical education. Fundamentally, positions such as these are the responsibility of the local district. The cooperative board has to accept responsibility for hiring and scheduling teachers in such areas as these because there are too few pupils in small districts to justify the time or expense of full-time personnel. Pupils would be denied such services were it not for the existence of cooperative boards.

As enrollments are increased, through in-migration or reorganization, school districts become large enough to assume their responsibility to furnish these services. However, there are found some few pupils, even in these larger districts, who should have available the services of people with special training and competencies. Such teachers, for example, may be those skilled in speech therapy, or in working with pupils having defects in hearing or sight, and with their teachers. Pupils needing these services also exist presently in small districts but in such small numbers in the individual component districts that the cooperative board does not or cannot reach them.

Larger districts have also used shared teachers. When the pupil load is too heavy for the present staff, they are used until enrollments increase enough to justify another full-time position. In these larger districts, therefore, the use of supplemental teachers is an administrative device to reduce instructional costs.

5. There has been a growing realization that some positions, in order for personnel to function most efficiently, should be considered part of the "headquarters" staff.

This is especially true of most consultants and subject matter specialists, and, depending on how they operate, it might likewise be true of psychologists or others. They can work on behalf of or with personnel of several or all component districts at one and the same time. However, such persons have to be considered as "shared teachers", and so have their time assigned to various component districts, or as "administrative staff", which they obviously are not. The result is that at present such persons are almost universally assigned as shared teachers because state aid is available to meet part of their salaries. Assigning persons with such duties to various component districts on a day by day basis can result in loss of the most effective and efficient use of their services.

6. There appears to be an increasing realization of the need for in-service training of local staff members.

Over and above the role of the shared services board in lifting community expectancies of schools is the growing acceptance of the need for the shared services board to function also to bring about continuing growth of teachers in the component districts.

Expression of this need or efforts to fulfill it vary considerably. Coordination of research activities in local districts to produce cohesiveness and uniformity in studies, or the assumption of research activities by the

cooperative board is one avenue of approach. Another has been through workshops or conferences. A third has been through the efforts of general or subject-matter supervisors. A fourth avenue of approach has been to encourage teachers to take approved courses.

In-service training is to improve the qualifications of duly certified teachers of the component districts by making them acquainted with new knowledge, new developments, new thinking, and new techniques in their fields. While this aspect of in-service training undoubtedly has been included in workshops, the time available is limited. It might well be that here is an area of exploration for shared services boards, in cooperation with neighboring colleges or universities, or in some cases with industry, so as to give teachers of long experience a real opportunity to become "modernized", and thus more adequately qualified in rapidly changing subject areas.

In-service training was mentioned in so many words in relatively few instances as a function of the shared services board. However, reports of results of research activities or of the work of supervisors indicates positive results in challenging teachers or in making them more alert to improve themselves. Consequently, teachers and administrators are raising questions as to adequacy or grade placement of subject matter, the use and values of technical tools, and others of importance to education. So it can be said that in-service training has been carried on by a number of shared services boards, even where it has not been mentioned as such.

7. Boards of cooperative educational services are still in the pioneering stage.

These boards began to broaden their activities extensively in 1955, after earlier feelers had met with success. The broadened activities tended to be threefold: (a) the use of people with special competencies, especially in dealing with handicapped pupils; (b) the development of vocational courses; and (c) the development of services generally offered from the central office of larger superintendencies.

This freedom of activity to respond to local situations should be preserved. A recognition of this need for adaptability would go far to resolve differences of opinion that appear to exist within the State Education Department, among board members and their staffs, and the general public.

The activities of these boards extend from the minimum through the whole range to where some are, for all practical purposes, intermediate districts. In order to encourage the beneficial development of these boards, it should not be necessary for them at any particular stage to "jump the fence" into another type of organization or to operate under another section of the Education Law. To say at any point that a cooperative board has to become an Intermediate District would cause a temporary halt in development while the personnel of such boards adjusted to new statutes. New indecisions could arise which have to be resolved, both in the Education Department and in the field. This would consume needless time and energy

that should be devoted to the orderly development of the services which these boards are rendering. Rather, the beneficial aspects of the intermediate district law should be incorporated into the cooperative board law. This should be a cooperative effort of department and field personnel.

8. In spite of differences in local situations, differences in reactions to those situations, differences in personalities and differences of opinion, one fact stands out clearly above all: The greatest accomplishment to date, and the still greater hope for shared services boards is toward the attainment of the goal of equal educational opportunity for all children, that is, the maximum development of the potentialities of each and every child.

Any child who is denied an educational service he needs for his full development is being denied equal educational opportunity.

When we identify the educational interests of the local district with those of the State and nation, we enhance at the same time opportunities for employment of the individual and his economic advancement. Shared services boards, being close to the people and to local districts, but with a viewpoint gained from responsibility for larger areas, are in a prime position to help local districts cooperate in developing each pupil to his fullest.

PART II

Description of Boards of Cooperative Educational Services

This part, taken from Sheet No. 1 of Project No. 1, describes boards of cooperative educational services and shows differences that exist among them.

Explanation of Terms Used in Tables

It is impossible, or, at the least, very confusing, to make comparisons of large numbers of one type of item with large numbers of another type. However, we can compare most of one type with most of another through statistics. This "most" is called in statistics "central tendency". In other words, this refers to the tendency of items to cluster around the center.

We can get a reasonably good idea of how widely spread or how closely knit these items may be by observing this "central tendency"; and to find out what this is we take out a relatively few cases at each extreme. In this report we have done this first by counting off one-quarter, or 25 percent, of the items at the lower extreme. This gives us what we have called the "25 percentile" in our tables, and means that 25 percent of the items are at this point or lower. Then, by counting off one quarter, or 25 percent, from the other end, we arrive at what we have called the "75 percentile". This means that 75 percent of the items are at this point or lower. The result is that half of the items fall between the 25th percentile and the 75th percentile. This is the "central tendency" or the "Range of Middle 50 percent" referred to in the tables. The "median" is the middle point, dividing the items into two halves.

Component Districts

Component districts are local school districts which are in the county in which a county vocational education and extension board operates and which utilize its services, or those districts which support the total operating costs of the board of cooperative educational services. Some village superintendencies and small city school districts are thus component districts.

Boards of cooperative educational services reported participation of the following 746 component districts:

223	common school districts, some of which do not operate a school
108	union free school districts
387	central school districts
1	central high school district
27	village superintendencies

These average about ten districts to each board. However Jefferson 1 serves only one operating central school district. At the other extreme Suffolk 1 has 35 participating districts, 30 of which are operating.

In addition, these cooperative boards serve 157 districts other than their own. Under contract they render services to 11 city school districts, of which six are in Westchester County, two in Oneida County, and one each in Saratoga, Warren and Tompkins counties. They also contract with 35 village superintendencies and 111 other boards, most of which are boards of cooperative educational services.

In turn 71 cooperative boards are served by other boards. The cities of Buffalo and Rochester, the only cities rendering services to cooperative boards, each serve two such boards. Two villages each render services to a neighboring cooperative board. Sixty-five other districts, most of which are other cooperative boards, contract to furnish services to their neighbors.

Public School Enrollment

Only one cooperative board reports a total enrollment of less than 1,000 pupils, and in contrast two boards each have an enrollment in excess of 40,000 pupils.

Table 1 shows that there is no uniform tendency as to enrollment among boards of cooperative educational services even though they cover a large territory and a varying number of component districts. The median district has a total enrollment for 1959-60 of 5,625 pupils. Some examples of low enrollment are Hamilton with 971 pupils, Ontario-Seneca with 1,113, and Delaware 1 with 1,222. Examples of high enrollment are Suffolk 3 with 48,136 pupils, Suffolk 2 with 45,812 and Westchester 2 with 22,006. However, the middle 50 percent of the districts fall within a range of 5,643 pupils. Table 1 shows this information and the distribution of enrollment by grade levels.

Equalized Valuation

There is a wide variation in total equalized valuation. Franklin 4 and Delaware 1 each show a total valuation of less than $10 million for the school year 1958-59 and estimate little change for 1959-60, while Suffolk 2

TABLE 1

Distribution of Enrollment of Boards of Cooperative Educational Services
October 1959

	K-6	(7-9	10-12)	7-12	K-12
25 percentile	2,184	(830	570)	1,363	3,607
Median	3,286	(1,273	883)	2,071	5,625
75 percentile	5,375	(2,119	1,458)	3,438	9,250
Range of Middle 50 percent	3,191	(1,289	888)	2,075	5,643

and Suffolk 3 each show a total of over $650 million for 1958-59 and an estimated figure of over $700 million for 1959-60.

Table 2 shows the median equalized valuation for 1958-59 and 1959-60 at $70.0 million and $72.9 million respectively. The middle 50 percent falls within a range of $81.0 million for 1958-59 and $79.6 million for 1959-60. While the 25th percentile shows a three percent increase in 1959-60 estimated equalized valuation, the 75th percentile does not change. As a result, the middle 50 percent is spread over a slightly smaller range of total valuation for the latter year.

TABLE 2

Distribution of Equalized Valuation of Boards of Cooperative Educational Services, 1958-59 and 1959-60

	1958-59	*Estimated 1959-60*
	($ millions)	
25 percentile	$ 42.8	$ 44.2
Median	70.0	72.9
75 percentile	123.8	123.8
Range of Middle 50 percent	81.0	79.6

Estimated Equalized Valuation per Pupil

For 1959-60 Franklin 4 and St. Lawrence 2 each have less than $6,000 of equalized valuation back of each child enrolled in these boards of cooperative educational services. Hamilton County, the board with the smallest enrollment, has the greatest amount of equalized valuation, about $51,500, back of each child. This is over ten times as much as St. Lawrence 2. It can also be noted that Hamilton County has over three times the valuation behind each pupil as does Suffolk 3, even though the latter board serves more than fifty times the number of pupils served by the Hamilton County board.

Not only is there a wide variation in equalized valuation behind each pupil enrolled, but Table 3 also points up that nearly three-quarters of the boards have no more realty tax base than the average for the State outside of New York City, $20,100 in 1958-59.

In determining the estimated weighted average daily attendance for this computation we used experience indicated in source tables for the study on *Total Tax Loads* made at the request of the Cities Committee of the New York State School Boards Association. It is recognized that areas covered by various boards of cooperative educational services will differ from the experience of the 36 counties used in *Total Tax Loads*. Therefore estimates in Table 3 will be only an approximation of valuations per pupil in weighted average daily attendance for 1959-60.

TABLE 3

Distribution of 1959-60 Estimated Equalized Valuation per Pupil Enrolled and per Estimated Weighted Average Daily Attendance for Boards of Cooperative Educational Services

	Equalized Valuation	
	Per Pupil Enrolled	*Estimated Per WADA*
25 percentile	$11,050	$12,264
Median	13,400	14,872
75 percentile	17,500	20,533
Range of Middle 50 percent	6,450	8,269

Comparisons of High and Low Enrollments with High and Low Valuations

Even though these boards of cooperative educational services cover greater areas than component districts, there is a wide variety both as to enrollment and valuation. In other words, there has been no apparent leveling resulting from the creation of such boards because, as is shown in Table 4, there appeared to be no correlation between enrollment and valuation per pupil among the various boards. A limited local tax base appears to be an area-wide phenomenon rather than merely an aspect of local district finances.

Non-Professional Employees

It should be noted that 15 administrators of cooperative boards have no clerical help, and that 13 others have only part-time help ranging from as little as two days per month. This means that 35 percent of the boards of cooperative educational services have less than a full-time clerical employee.

There are reports that have to be computed, made out and forwarded, and copies to be filed; there is correspondence to be answered and filed; and there are some questionnaires to be filled out and returned. Yet one out of every five boards of cooperative educational services has no clerical help.

District superintendents of schools are paid by the State to be educators and consultants to the administrators and school boards in their areas. In addition they have administrative duties for their own boards. These duties are a full-time job. If superintendents are to do their own clerical work in addition, they must neglect their professional duties to do so. In these instances the cooperative boards are paying at least at the rate of $4.52 an hour for clerical work instead of $1.50 to $2.00 which should attract good clerical help.

TABLE 4

Comparisons among Boards of Cooperative Educational Services of High and Low Enrollments with High and Low Valuation per Pupil Enrolled
1959-60

a. Relationship of Valuation to High and Low Enrollments

	Enrollment	*Valuation*
Low Enrollment		
Hamilton Sole	971	$51,493
Ontario-Seneca Sole	1,113	23,854
Delaware 1	1,222	8,101
High Enrollment		
Westchester 2	22,006	32,743
Suffolk 2	45,812	15,280
Suffolk 3	48,136	16,889

b. Relationship of Enrollment to High and Low Valuations

Low Valuation		
St. Lawrence 2	3,390	$ 5,051
Franklin 4	1,689	5,826
Tioga Sole	3,452	7,077
High Valuation		
Putnam Sole	5,448	36,025
Suffolk 1	11,007	44,127
Hamilton Sole	971	51,493

The balance of 50 cooperative boards charge 87 full-time employees to their *administrative budget*. Of these, there are 83 clerical employees, ten of whom serve one board and five another board in Suffolk County, and six serve an Oneida County board. The other 47 boards generally had one or two full-time clerical workers. Three full-time custodial employees are also charged to the administrative budget, and one "other", neither clerical nor custodial. Also charged to the administrative budget are 30 part-time employees, of whom 18 are clerical (five of these serve one board), 11 custodial and one laborer.

There are also 66 full-time employees charged to the *shared services budget,* of whom 36 are clerical, 8 custodial, and 22 others. Among the latter group were listed one teacher's aid and one attendance officer. Also charged to the shared services budget are 19 part-time employees, of whom 12 are clerical, 6 custodial and 1 "other".

A number of employees appear as part-time employees under each budget, apparently giving full-time employment to some of these employees.

In 1948, the first non-professional employees of boards of cooperative educational services were three clerical workers. Since then, as new boards were organized and established boards added to their services and obtained office space, the number of non-professional employees has grown. While five new positions were created in 1959 and ten in 1956, the greatest expansion occurred in 1958 when 15 new positions were created.

Observations

1. Including 11 cities which are being served under contract by boards of cooperative educational services, these boards and county vocational education and extension boards are serving 68 percent of the school districts of the State.

2. Even though a number of school districts are united for cooperative purposes under a board of cooperative educational services, the great diversity of local tax resources among the various boards of the State is highly significant. This means that many or all of the supplemental and cooperative services offered by these boards in areas with low tax resources might well be beyond the ability of local districts except under a cooperative organization.

3. There is also wide variation in total enrollment, ranging from less than 1,000 pupils to more than 48,000, and in number of pupils per square mile, ranging from less than one to 993 pupils for every four square miles.

4. Centers of enrollment are small and distances between participating districts are a minimum of 22 miles in Hamilton County. Children in such a county are deprived of equal educational opportunities in spite of every effort on the part of the State and local districts.

5. The "central tendencies" of both resources and enrollments are characterized by a diversity or spread, rather than a tendency to gather about the median. As a result, policy decisions as to what must be done, what should be done, what can't be done for pupils within various cooperative jurisdictions can be expected to be characterized by diversity.

Shared Services boards with enough pupils, along with sufficient resources and income, can offer a wide variety of services to their pupils and to their component districts at a minimum per pupil unit cost. For example, the average salary of all teachers in the State outside of New York City in 1958-59 was $4,987. For Hamilton County's Board of Cooperative Educational Services to pay this for a single teacher would represent a per pupil cost of $5.14, yet Suffolk 3 can pay its personnel this much for 10 cents per pupil.

Some of the cooperative boards, like some of the cities, are sufficiently large and have sufficient resources to render any desired pupil

services. Others have such a small enrollment such as boards in Hamilton County and Delaware 1, or lack sufficient resources, such as boards in St. Lawrence 2 and Franklin 4, that the offering of any educational service, local or cooperative, may be handicapped. There may be too few pupils to warrant offering the service locally, or the local tax resources may be so low as to preclude the added expense.

6. There is evidence that thought is being given to cooperation on the basis of larger areas. As examples, two cooperative boards are contracting for all vocational services with the city of Rochester; 71 such boards contract with their neighbors for one or more services; and a dental hygienist in one instance serves two neighboring cooperative boards.

7. Professional employees of some cooperative boards are doing their own clerical work, for 19 percent of the respondent boards indicated they had no clerical help. Another 16 percent indicated only part-time help, some of which was undoubtedly inadequate to meet the demands for clerical services in the areas.

Analysis of clerical services necessary within each jurisdiction and the establishment of work loads will enable boards to hire the necessary staff. This will release the time of the professional staff for professional duties.

PART III

Educational Programs Under Direct Control of Shared Services Boards

This part of the report on shared services activities deals with educational services offered by shared services boards on an area-wide basis to pupils through grade 12.

Services considered herein are those offered directly by the shared services boards and open to all pupils within its jurisdiction on the same basis, even though they may be offered in building space made available by a component district. These services are placed in two categories: (a) vocational education, and (b) services to atypical children. Not considered herein is any service offered by a component district, even though it is offered through the leadership of the shared services board, and even though the service is available under contract to pupils from neighboring districts. Administrative responsibility for the service is the criterion for inclusion herein.

Sheet No. 3 of the questionnaire serves as the basis for the part of this report on vocational education. Sheet No. 4 serves as the basis for the part of the report on services to atypical children.

VOCATIONAL EDUCATION

Vocational courses in high schools can lead directly to employment opportunities upon graduation. Along with graduates of college preparatory or general courses, graduates of vocational courses can also further their training after high school in apprenticeships, in technical schools, in local adult education programs or, in some cases, in engineering or agricultural colleges.

County Vocational Education and Extension Boards

There are ten county vocational education and extension boards (1959-60). Eight replies were received. The Erie County board was reported as "not activated". Not all of the remaining seven county boards offer vocational courses to high school pupils; some offer other services instead.

A total of 25 vocational courses are being given by three county vocational education and extension boards in addition to their other services.

The Herkimer County board offers a course in vocational agriculture.

The Nassau County board offers vocational courses in refrigeration and air conditioning, technical electronics, and cosmetology.

The Rockland County board offers a wide variety of vocational courses,

totaling 21 in number, and is by far the most active in the vocational field on the high school level.

The Rockland County board established 11 vocational courses from 1943 through 1947. No other vocational courses were established by these county boards until 1953. They established six courses in 1954, the year in which courses were most frequently established. One additional course was established in 1955, three in 1957, and three in 1959.

Boards of Cooperative Educational Services

Table 5 shows the variety of vocational subjects being offered by both cooperative educational services boards and county vocational education and extension boards throughout the State in 1959-60, the number of courses offered, and the number of teachers for each subject area.

Of the 78 responses, 29 boards of cooperative educational services offer one or more of the vocational courses appearing in Table 5, and six more contract either with neighboring cities or with a neighboring shared services board for vocational courses. Of the operating boards which do not offer vocational courses either directly or through contract, several reports were noted to the effect that vocational courses had been considered, but insufficient demand materialized to justify establishing them.

The number of pupils under the jurisdiction of cooperative boards in grades 10, 11, and 12 enrolled in these courses varied from less than 40 to between 100 and 120, with the median at 41 pupils. In seven instances, less than 40 pupils are enrolled in agriculture, and in an additional seven instances the pupils numbered between 40 and 60, whereas in one instance between 100 and 120 pupils were enrolled. Both the minimum and maximum number of pupils were enrolled in agricultural courses.

One agricultural course was started in 1948 in Genesee County, and another in 1949 in Oneida 1. No other vocational course was established until 1955, when four different vocational courses were started. Beginning with 1955-56, vocational courses have been established with increasing frequency, as is shown in Table 6. It is pertinent to note that no vocational course has been reported by a board of cooperative educational services as having been started, and later dropped. Availability of additional funds from the federal government under the National Defense Education Act for vocational education served as an impetus to the establishment of vocational courses in 1959-60.

Vocational courses are offered not only by shared services boards, but by local school districts as well. The question as to whether vocational courses offered by shared services boards are merely superimposed on those already offered in the component districts is perhaps a natural one for the public to raise. It may be especially so in the field of agriculture, which dominates vocational offerings in both shared service and component districts.

Nine cooperative educational services boards established vocational agricultural courses during the past two years in areas in which component

TABLE 5

Vocational Course Offerings Reported by Shared Services Boards, 1959-60

	Boards of Cooperative Educational Services		*County Vocational Education and Extension Boards*	
Subject Area	*No. of Courses*	*No. of Teachers*	*No. of Courses*	*No. of Teachers*
Agriculture	16	16.0	2	1.5
Auto Body & Fender Repair			1	1.0
Auto Electric & Carburetion			1	1.0
Auto Mechanics	8	5.5	1	1.0
Building Trades	2	1.5		
Business Education	1	1.0		
Carpentry			1	2.0
Cosmetology	4	4.0	2	2.5
Distributive Education	1	1.0		
Electricity			1	1.0
Fashion Design			1	1.0
Floriculture & Horticulture			1	0.5
Homemaking	4	3.5		
Industrial Cooperative	3	2.6		
Industrial Drafting			1	1.0
Machine Shop			1	1.0
Masonry			1	1.0
Nurses Aide			1	1.0
Office Machines Operation			1	1.0
Plumbing			1	1.0
Power Sewing			1	1.0
Practical Nursing	2	4.5	1	3.0
Quantity Cooking & Food Serving			1	1.0
Radio & Television Electronics	1	1.0	1	1.0
Refrigeration & Air Conditioning			1	1.0
Service Station Operator			1	0.5
Technical Electronics	4	3.0	1	1.0
Building Orientation			1	*
Total	46	43.6	25	25.5

* Shared among building trade instructors.

Source: Questionnaire returns.

TABLE 6

Years in Which New Vocational Courses Have Been Established by Boards of Cooperative Educational Services, 1955-59

Subject Area	*1955*	*1956*	*1957*	*1958*	*1959*	*Total*
Agriculture	1	2	2	4	5	14
Auto Mechanics	1	1	2	1	3	8
Building Trades			2			2
Business Education		1				1
Cosmetology	1		1	1	1	4
Distributive Education					1	1
Homemaking	1	1	1	1		4
Industrial Cooperative			1		2	3
Practical Nursing			1		1	2
Radio and Television Electronics					1	1
Technical Electronics					4	4
Total	4	5	10	7	18	44
Prior to 1955 (Agriculture)						2
						46

Source: Questionnaire returns.

districts had also offered these courses in 1957-58. It will be seen from Table 7 that the action of the shared services boards generally complemented action of the component districts.

In 1959-60, a total of 39 course offerings are available, enrolling over 1,200 pupils, whereas two years previously there were four more course offerings which enrolled some 200 fewer pupils. Educational efficiency has been enhanced through the operation of these courses by shared services boards, in that more pupils from more local districts are now being taught with fewer teachers than two years previously.

In the fall of 1958 the Interdepartmental Committee on Low Income published a report on low incomes in rural New York State,[1] an analysis of causes along with suggested lines of remedial action. Information on full-time commercial farmers by agricultural regions is given, including those whose income from labor and capital earnings approximates or is less than the average income from unskilled non-farm jobs, where no capital investment is involved. These latter are designated Class III farm areas.

[1] Howard E. Conklin and Irving R. Starbird, *Low Incomes in Rural New York State.* Interdepartmental Committee on Low Incomes, New York, 1958. (The writers are on the faculty of New York State College of Agriculture, Cornell University.)

In view of the recommendations of the above-mentioned report, it is pertinent to see what has been taking place as far as agriculture and other vocational courses are concerned.

There are 13 counties (see inserted map) in whole or in very large part located in what is called the Plateau Country, which extends across the southern part of the State. About 45 percent of the farmers of this region are in the Class III farm area where low incomes predominate. Another county largely comprises the Oneida Plain, in which about 50 percent of the full-time farmers fall into this low-income category.

In these two areas in 1957-58, there were 110 agricultural courses offered by local school districts and by shared services boards. By 1959-60 two more agricultural courses had been established by the shared services boards, but the total courses have been reduced to 108.

In addition, nearly half of one county (Erie) is considered in the Plateau County, and about the same proportion of four other counties in the North Country in which about 45 percent of the farmers are in the low-income or Class III farm category. In these counties in 1957-58, there were 34 agricultural courses offered by both local school districts and shared

TABLE 7

Effect of Number of Agriculture Courses Established by Shared Services Boards in a Two-Year Period upon the Number of Agricultural Courses Offered by the Component Districts in 1957-58

	1957-58		*1959-60*				
			Agriculture Courses in				
Board of Cooperative Educational Services	*Agriculture Courses in Component Districts*	*Pupils*	*Component Districts*	*Pupils*	*Shared Services Boards*	*Pupils*	*Total Pupils*
Allegany 2	6	122	4	122	1	33	155
Cayuga	7	213	6	233	1	35	268
Columbia 1	2	47	0	–	1	74	74
Delaware 1	1	24	1	26	1	41	67
Herkimer 1 and 2*	5	121	5	85	1	58	143
Lewis	6	136	5	116	1	34	150
Otsego 2	4	80	2	32	1	40	72
Washington	8	215	4	180	2	30	210
Wayne 1	4	83	2	78	1	22	100
Total	43	1,041	29	872	10	367	1,239

* Plus one course offered by the county vocational and extension board in both years.

Source: Bureau of Agricultural Education, State Education Department, and questionnaire returns.

services boards. By 1959-60, one additional course had been established by a local district for a total of 35 courses. Also five other vocational courses (one homemaking; one practical nursing; one industrial cooperative; and two technical electronics) have been established by shared services boards in this low-income farm area. These were established in Erie, in areas which abut upon the city of Buffalo.

These changes, by increasing training in gainful occupations other than agriculture, agree with recommendations made in *Low Incomes in Rural New York State.*

Observations

1. A total of 71 vocational courses for high school pupils is being offered by shared services boards: 25 by three vocational education and extension boards and 46 by 29 boards of cooperative educational services.

2. Prior to 1955 there were 19 vocational courses offered by vocational education and extension boards and two such courses offered by boards of cooperative educational services. From 1955 through the present school year, vocational education and extension boards have added six vocational courses, and the boards of cooperative educational services, 44 such courses.

3. Courses in agriculture established by boards of cooperative educational services have resulted in greater educational efficiency, with the result that fewer teachers are responsible for more pupils from more school districts.

4. More non-agriculture vocational courses were established in regions where low-income farms predominate, as recommended in the report of the New York State Interdepartmental Committee on Low Incomes, *Low Incomes in Rural New York State.* These courses, however, were established in an area suburban to a large city.

5. Considerable cooperative enterprise extending across lines of jurisdictional responsibility is evident. This results (a) in contracts between boards so as to take advantage of facilities which exist in neighboring areas, (b) combining pupils from more than one area for instructional purposes so as to avoid duplication of effort and costs, and (c) employment by more than one board of the same teacher so as to make full professional use of professional personnel.

6. Beginning with 1957, federal funds became available to shared services boards for vocational education. At about the same time, the State Education Department began to look to shared services boards as the administrative organization in an area which could exercise area-wide leadership in consideration of overall vocational needs. These facts resulted in greater interest on the part of these boards in meeting the vocational needs of youth.

7. Aside from agriculture, vocational courses are almost entirely offered by shared services boards in areas that are in or impinge upon suburban areas.

8. The availability of additional federal funds for vocational courses plus increased interest on the part of the shared services boards resulted in even greater expansion of vocational courses in 1959.

9. Expansion of a comprehensive vocational education program in rural areas in the future will depend upon even wider acceptance of cooperative administrative leadership in this field by shared services boards. The importance of this leadership in rural areas can be envisaged in view of the fact that from 50 percent to 65 percent of youth now in rural areas will ultimately depend upon employment opportunities in urban areas.

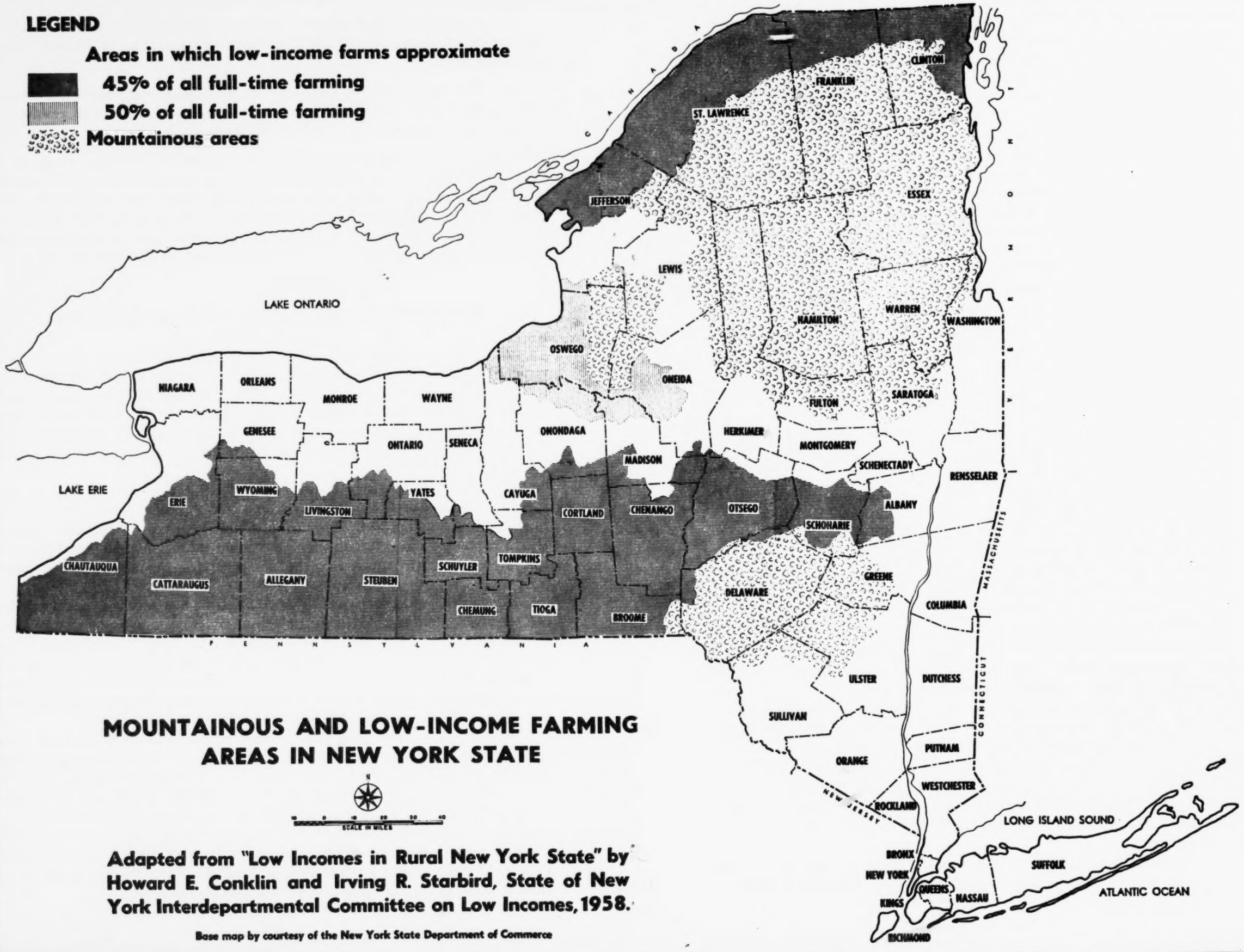
EDUCATIONAL SERVICES FOR ATYPICAL CHILDREN

The term "atypical" has been used to refer to children who are "not typical", and for whom shared services boards render special services. The term includes children at both ends of the intellectual spectrum, not only the gifted but also the slow learners and the mentally retarded, both educable and trainable; the term also includes those children with physical handicaps, whether or not such handicaps are complicated by a mentally retarded condition.

Atypical children may require special equipment and a teacher with special training, such as for those who are handicapped as to sight or hearing; or they may require the part-time services of specially trained teachers, such as for those who have some other physical handicaps; or special learning situations may be arranged for them, as for the gifted group.

These area-wide services are in addition to like services that are being offered by component districts. In actual practice, a considerable number of shared services boards are contracting with neighboring districts for educational services for some atypical children, as well as encouraging such contracts among their component districts. A total of 31 boards of cooperative educational services and two county vocational education and extension boards are offering one or more services to this group of children.

It should be noted that most shared services boards offer these area-wide services either to the mentally atypical or to the physically atypical children. Only four such boards, all in densely populated areas, currently (1959-60) offer services to both groups of children. These are the Nassau County Vocational Education and Extension Board and the boards of cooperative educational services for the second and third supervisory districts of Suffolk County and the second supervisory district of Westchester County. Other shared services boards, however, are considering extending their services to care for both groups of atypical children.



MOUNTAINOUS AND LOW-INCOME FARMING AREAS IN NEW YORK STATE

Adapted from "Low Incomes in Rural New York State" by Howard E. Conklin and Irving R. Starbird, State of New York Interdepartmental Committee on Low Incomes, 1958.

Base map by courtesy of the New York State Department of Commerce

The board of cooperative educational services for the third supervisory district of Suffolk County pioneered area-wide services for atypical children in 1951, when it established a class for educable mentally retarded children. No other area-wide service for atypical children was established by shared services boards until 1954, when the same board established services for the hard of hearing.

Fifteen classes have been established in five school districts as a direct outgrowth of the interest and leadership of this Suffolk County cooperative board. In addition two other districts, which had had such classes previously, have expanded their services as the result of more careful screening of the children. This cooperative board has divested itself of the administrative responsibility for these classes as rapidly as its component districts could accept the responsibility, in the belief that it thus strengthened the overall program of its component districts.

On the other hand, the cooperative board of Westchester 2 is maintaining central administrative and supervisory responsibility for eleven classes for the mentally retarded, of which nine are for the educable group of children and two for the trainable group, pending the outcome of a research study involving these pupils.

Pioneers among the shared services boards in the establishment of area-wide educational services for atypical children are:

Educable mentally retarded—Suffolk 3 BCES	1951
Hard of hearing—Suffolk 3 BCES	1954
Services for the gifted—Lewis County BCES	1955
Legally blind—Nassau County VEEB	1955
Limited vision—Nassau County VEEB	1955
Classes for the trainable—Westchester 1 BCES	1955
Services for slow learners—Essex 1 BCES	1956
Cerebral palsy—Westchester 2 BCES	1958
Brain injury—Nassau County VEEB	1959
Occupational class for the handicapped—Westchester 2 BCES	1959

These area-wide services are complementary to services offered by the component districts, and not merely superimposed upon them. One illustration is the fact that nine shared services boards offered services to the trainable mentally retarded through 42 classes, while the component districts in these areas serve the educable mentally handicapped.

In the entire State, 371 districts or shared services boards offer special classes for the educable mentally retarded and 47 for the trainable mentally retarded, for an overall total of 380 districts serving 26,043 mentally retarded pupils in the current school year. Thirty-eight districts serve both groups of children.

Table 8 shows the frequency with which these services have been established by shared services boards over the years. While half again as

many courses were established in 1958 as in any other year, activity in establishing new services has been, with this one exception, remarkably constant since 1954. The result is that two county vocational education and extension boards and 31 boards of cooperative educational services are rendering one or more of these services to atypical children.

Respondents to the questionnaire have indicated growing interest in expanding these services. Table 9 shows what services are under consideration, and whether they are new services within the jurisdiction of the board or an expansion of services already being offered.

New classes for the mentally handicapped which are being considered in addition to those now in operation were generally reported as extending these services into the junior and senior high school age levels. Eighteen

TABLE 8

Years When Educational Services Were Started for Atypical Children by Shared Services Boards

	Year									
	51	*52*	*53*	*54*	*55*	*56*	*57*	*58*	*59*	*Total*
Physically Handicapped										
Deaf or Hard of Hearing				1	1			1		3
Blind or Limited Vision					2	1		1	1	6
Cerebral Palsy								1		1
Brain Injury									1	1
Mentally Handicapped										
Educable	1			1	4	1	1	3	2	13
Trainable					1	2	3	4	2	12
Physically and Mentally Handicapped									1	1
Slow Learners						1	1			2
Gifted					1		2	4	2	10
Date not given (2)										
Total	1			2	9	5	7	14	9	49

Note: Date was not given for establishment of one service for each of "Blind or Limited Vision" and "Gifted". These have been added to line totals, but not to columnar totals, except for Total column.

TABLE 9

Services for Atypical Children Being Considered by Shared Services Boards, to Be Established in the Future

	Expansion	*New Service*	*Total*
Physically Handicapped			
Deaf or Hard of Hearing		1	1
Orthopedic		1	1
Not specified		3	3
Mentally Handicapped			
Educable	3	14	17
Trainable	2	7	9
Physically and Mentally Handicapped		1	1
Emotionally Disturbed		2	2
Brain Damage		1	1
Gifted		4	4
Total	5	34	39

boards not now offering these services are considering them for the future. One response noted a need for such services but stated there was no available space. It is therefore entirely possible that availability of space has conditioned consideration elsewhere of courses which can be established.

Observations

1. There has been a sustained interest in furnishing educational services to atypical children on the part of the shared services boards since 1954.

2. During the year when such services were being established most frequently (1958) plans were also being completed for establishing the 18 vocational courses which were started in 1959.

3. Shared services boards make frequent mention of the use of available services to atypical children already in existence in neighboring districts; some mentioned encouraging contracts among their component districts; and some have encouraged their component districts to assume administrative responsibility for classes started under the leadership of the shared services boards.

4. Intensive screening for the physically and mentally handicapped will reveal a more complete picture of needs for services to these groups, both on a local and state-wide basis. With complete information at hand, teacher training institutions can plan to meet the oft-reported shortage of qualified personnel.

5. Small numbers of pupils in some categories of the handicapped may be brought together, especially in the more rural areas, through expanded cooperative administrative leadership. In this way maximum use can be made of the short supply of trained personnel.

6. Some shared services boards which offer services to gifted pupils take advantage of summer sessions, either as the sole service to this group or in combination with other services. Seminars are frequently offered under the leadership of the guidance director, along with a number of local teachers. Some boards are also offering these services in conjunction with a neighboring college.

PART IV

The Shared Teacher

A separate questionnaire was sent to the 78 boards of cooperative educational services which had replied to the earlier questionnaire on which Parts II and III of this report were based. The questionnaire pertained to each component district of the cooperative board for 1959-60. Ultimately replies were received from 72 of these boards, or a total of 92 percent of the 78 boards which offered services to their component districts. These 72 boards accounted for 527 component districts, or 71 percent of the 746 component districts reported in Part II. This percentage appears low, but this is due to the fact that non-operating common school districts do not participate in the services of shared teachers.

In our analysis of the duties of shared teachers, those already reported in Part III of this report were excluded from *Services Applications Approved for 1959-60 Boards of Cooperative Educational Services,* reported by the Bureau of Rural Administrative Services of the State Education Department. These include teachers listed under the headings of

attendance
gifted children
handicapped children
vision screening
vocational subjects
except agriculture, business, and homemaking

We also excluded the single instance of "college conference" listed under Westchester BCES No. 1.

As a result, we find a total of 915 shared teachers reported as filling positions for 1,215 approvals for teachers. Inasmuch as there are some few late approvals not reported on the above form by the Bureau of Rural Administrative Services, we can report that no more than 75 percent of the positions approved were filled.

The positions most frequently filled were those for
School Nurse (90% filled)
Dental Hygienist (87%)
Business Education (86%)
Music (85%)

The positions most frequently unfilled were those for
Science Supervisor (67% filled)
Guidance (67%)
School Librarian (69%)
Psychiatric and Psychological Service (70%)

Of the 527 component districts covered by the replies, shared teachers served 517 districts. Of these teachers, the equivalent of 677 full-time shared teachers rendered the only service in their subject or service areas to component districts. This is referred to as "sole service". In addition, the equivalent of 238 full-time shared teachers rendered service along with 694.5 full-time local teachers in the same areas. This is referred to as "supplemental service" since the teachers of the cooperative board supplement the work of local faculty members in the component districts. This means that 74 percent of the time of 915 shared teachers employed by cooperative boards is classified as "sole service" in the component districts.

Sole and Supplemental Services Compared

Enrollment. The average enrollment in 1959-60 of all component districts using shared teachers was 1,561 pupils.

The average enrollment of 504 component districts using shared teachers for sole service in their subject or service areas was 984 pupils, while the average enrollment of the 227 component districts using shared teachers for supplemental service was 1,371 pupils. This pointed out that there was a difference in enrollments in districts using shared teachers for sole service and for supplemental service.

The next step was to look at the average enrollments of component districts using shared teachers only for sole service and that of component districts using shared teachers only for supplemental service. There were 296 component districts which used shared teachers only for sole service (no supplemental service involved), and these had an average enrollment of 743 pupils. There were 14 component districts which used shared teachers only for supplemental service (no sole service involved), and these had an average enrollment of 2,077 pupils. This emphasized differences in enrollments of schools using sole service and those using supplemental service.

While the figures of the second paragraph above would seem to indicate that the smaller districts extend their program offering largely through the efforts of boards of cooperative educational services, the figures of the last paragraph clearly document this observation. Other schools, which are large enough to extend their program through their own efforts, are able through the use of supplemental service on the part of shared teachers to make their program available to more pupils.

Each shared teacher rendering supplemental service was reported as supplementing the work of 2.9 local teachers on the average.

Analysis by Subject or Service Area. The services of all shared teachers are not available to the entire school enrollment in the component districts they serve. For example, a driver education instructor is available only to pupils in grades 10-12, and an elementary supervisor is available only to pupils in kindergarten and grades 1-6. On the other hand, a school nurse might be available to the entire school enrollment.

Then, too, if a part-time driver education instructor supplements the

work of one or two full-time such instructors in a component district, the local instructors must also be taken into account when we consider the number of pupils who might take advantage of driver education. The number of pupils who can take advantage of services rendered by shared teachers, in the case of those rendering sole service, or by shared teachers and local teachers in component districts, where shared teachers render supplemental service, we call "pupil exposure". This "pupil exposure" is computed by dividing the enrollment of the grades for which the service is offered by the number of teachers offering that service, both shared and local. We then limited our analysis to those subject or service areas which were offered by ten or more boards of cooperative educational services.

Table 10 gives that analysis for the 13 subject or service areas under consideration. It will be seen that in those component districts in which the shared teacher renders the sole service, the pupil exposure per teacher is much greater than in those component districts which already render the service and use shared teachers to supplement the local faculty. In

TABLE 10

Average Pupil Exposure per Teacher in Component Districts Using Shared Service Teachers, Where Such Teachers Render Sole Service and Where They Supplement Local Teachers, New York State, 1959-60

Subject or Service Area	*Average Pupil Exposure*	
	Sole Service	*Supplemental and Local Service*
1. Art	826	531
2. Dental Hygiene	1,861	955
3. Driver Education	327	265
4. Elementary Supervisor	838	508
5. Guidance	755	412
6. Industrial Arts	379	302
7. School Librarian	1,120	530
8. Music	821	401
9. School Nurse	823	598
10. Physical Education	724	257
11. Psychiatric and Psychological Service	3,787	2,225
12. Reading Specialist	1,724	782
13. Speech Correction	3,068	2,793

Note: Where physical education teachers of cooperative boards were assigned to "boys" or "girls", enrollments were corrected for this factor. Pupil exposure in this area will be unreliable to the extent that such assignments were not reported. This situation affects no other subject or service area in the above table.

other words, the services of the teachers are spread much thinner where the pupil exposure is greater.

Since the component districts which already offer the service desire additional part-time teachers to help out, we have some evidence of the pupil exposure which is considered desirable in these districts. The average pupil exposure per teacher where such supplemental service is available for all 13 subject or service areas is but 62 percent of that in districts where the shared teacher renders the sole service.

While this situation may be true of the State as a whole, is there any difference to be discovered as far as the urbanized or rural counties are concerned? The larger districts, which tend to supplement local faculty with shared teachers, are more likely to be found in the urbanized counties.

It is of course necessary to define "urbanized" and "rural" counties, as the terms are used herein. By definition, *urbanized counties* are those counties in which, in 1957, total income exceeded farm income by a ratio of more than 50 to 1 and with an estimated population density in excess of 200 per square mile in 1958; *rural counties* are those counties in which, in the same years, total income exceeded farm income by a ratio of less than 15 to 1 and with an estimated population density of less than 100 per square mile. This gives us a basis of comparing services of shared teachers in the most urbanized and the most rural counties in order to see what differences may exist.

Boards of cooperative educational services for which comparisons are made are found in these *urbanized counties:* Broome, Chemung, Dutchess, Erie, Monroe, Niagara-Orleans, Onondaga, Rensselaer, Suffolk and Westchester; and in these *rural counties:* Chenango, Columbia, Cortland, Delaware, Franklin, Greene, Jefferson, Lewis, Livingston, Madison, Otsego, St. Lawrence, Schoharie, Washington and Wyoming.

The service of school nurses is excluded from the following analysis, although it was included in the state-wide analysis, because it appeared in but four of the urbanized counties, in contrast to its much more general appearance in the rural counties. Although a valid comparison with the same service in rural counties might be seriously questioned as a result, the above observation may, in itself, be pertinent.

Table 11 shows the comparison of pupil exposure to the services of shared teachers, whether those teachers render the sole service in their subject or service area or supplement that of the local faculty, in urbanized and in rural counties. In the three instances where dashes occur, no service was furnished by shared teachers. Since the dashes are found only under the heading "Supplemental and Local Service", it does not necessarily follow that the service is not furnished by a component school district. However, since the dashes are also found only under "Rural Counties", it is reasonable to assume that in view of the smaller enrollments of school districts in rural counties the only services in the areas of elementary supervision, psychiatric and psychological services, and speech correction are furnished on a cooperative basis.

TABLE 11

Average Pupil Exposure per Teacher in Component Districts Using Shared Teachers in Urbanized and in Rural Counties, for Such Teachers Rendering Sole Service and Those Supplementing Local Teachers New York State, 1959-60

Subject or Service Area	*Urbanized Counties Service*		*Rural Counties Service*	
	Sole	*Supplemental and Local*	*Sole*	*Supplemental and Local*
1. Art	754	552	839	538
2. Dental Hygienist	2,637	977	1,567	835
3. Driver Education	306	361	274	95
4. Elementary Supervision	1,278	508	766	–
5. Guidance	720	333	723	339
6. Industrial Arts	481	411	336	170
7. School Librarian	1,014	590	1,107	599
8. Music	740	429	781	292
9. Physical Education	686	245	731	217
10. Psychiatric and Psychological Service	3,395	2,307	3,229	–
11. Reading Specialist	1,931	753	1,786	1,413
12. Speech Correction	3,396	2,793	2,688	–

Note: See Note under Table 10.

Observations

1. No more than 75 percent of positions approved were filled. Reasons underlying this observation may be:

a. There is a limited availability of qualified teachers in some subject or service areas, particularly in those positions requiring extended or more technical preparation.

b. Some qualified people are not attracted to positions in the more remote or sparsely settled rural areas of the State.

c. While increases in salaries offered might attract more qualified people for these positions and might help in overcoming the unattractiveness of some areas of the State, budget limitations of component districts restrict the number of desired and approved positions which can be filled.

d. The mechanical details of getting approval requires that they be obtained at an early date prior to the coming school year. After the budgets of component districts have been approved, a selection of approved positions may have to be made to conform to budget limitations and availability

of qualified personnel. Sometimes, too, approvals are obtained while the desirability of the position is being considered. Subsequent adverse decisions would also account for some discrepancy between approvals and positions filled.

e. Some component districts get an approval for a position which is later created as a full-time position, upon further consideration.

f. The component district may hire as a full-time person one who has been on the shared teacher staff of the cooperative board, thus creating a vacancy.

g. Some teachers are unwilling to travel extensively in the pursuit of their duties. Travel costs, all of which may not be met by salary differentials, and winter severity in some areas may be underlying reasons.

h. The potential instability of positions under boards of cooperative educational services detracts from the attractiveness of such positions for some people.

2. Sole service represents 74 percent of the time of shared service teachers. The text and Table 11 jointly show that the educational services offered by shared teachers would not be available in many instances in the smaller schools except for boards of cooperative educational services. The same information also is a strong indication that these boards are furnishing educational services to many schools that are so small that they should be reorganized into larger districts. Upon reorganization, the larger districts would be furnishing most of these services to their pupils. The resources and energies of the cooperative boards could then be focused upon furnishing area-wide services which are now being denied to pupils of some of these smaller districts.

3. Part III shows that shared services boards in rural areas are more conscious of the need of services for physically handicapped children than those mentally handicapped or gifted. Physical handicaps can be seen. On the other hand, thorough screening is necessary to determine whether a child is retarded or slow, or gifted, and competent guidance is likewise necessary to establish how best to meet the child's educational needs. It appears from the tables herein, and particularly from Table 11, that many pupils are being denied adequate psychological, psychiatric and guidance services. Consequently, we appear to be doing much less in many areas than we should for those at both ends of the intellectual spectrum.

4. When a component rural district first samples a new educational service, it may result in overloading the shared teacher. Further, a component district may stretch the services of a shared teacher as far as possible to avoid the cost of putting a full-time teacher on its own faculty. Evidence as to pupil exposure in schools of rural counties in Table 10 is not clearly indicative of either one or the other situation, but probably reflects some of each.

Overloading teachers, or the corollary of making a desirable service available to too few children, should be discouraged. As soon as a service is found locally desirable, adequate staffing should follow.

5. Pupil exposure, both state-wide and in component districts in urbanized counties, follows accepted practice reasonably closely where the component districts supplement the service of their own faculties with that of shared teachers.

Examination of Table 11 shows that this observation is not true in the rural counties. By and large, the schools in rural areas which use shared teachers to supplement the service of their own faculties tend to be smaller than those in urbanized counties. Consequently, they run into problems of scheduling faculty duties most effectively.

6. Certain educational services apparently are furnished to the children of even the larger component districts in rural counties only by boards of cooperative educational services. Among such services are: elementary supervision, psychiatric and psychological services and speech correction.

PART V

The Board of Cooperative Educational Services—An Agency For The Improvement of Instruction

In a continuing effort to clarify the present status of cooperative boards in New York State, interviews were conducted with 42 individuals representing 30 boards. In all cases but one the executive officer was present. Other administrative staff and board members were also present at a number of interviews. The report which follows is a summary of these interviews.

No one cooperative board is doing all the things reported here and indeed we cannot say that any one board would even subscribe to all of them. What we have done is to indicate practices that are current in the State and to a lesser extent problems that are of concern to certain boards. This approach is important only as it is helpful in leading us to clarify the role of the cooperative board in New York State public education. It was to this end that these interviews were directed.

The Role of Boards of Cooperative Educational Services

Throughout the interviews the dominant role for cooperative boards was found in the twin themes of leadership and service, and this role was carried out through coordination of activities in and cooperation with local districts. The many functions which are now being undertaken in cooperative boards throughout the State are not necessarily new to the district superintendency. As a matter of fact, the cooperative board is a vehicle which has made possible and feasible the discharging of obligations which have been historically those of the district superintendent of schools.

Most of those interviewed were explicit in stating that the main reason for the existence of the cooperative board was the improvement of instruction in the geographical area served by the board. The board, therefore, helps to determine the quality of educational programs in its component districts. How successful it is in this regard depends not only upon the professional alertness of its executive officer and administrators of the component districts, but also upon how receptive faculty members are to change and upon what communities expect from their schools. Consequently, one of its tasks in this area is to work with local districts in raising the educational expectancies of the whole community, and, sometimes even, of the local administrators and teachers.

The Operation of Boards of Cooperative Educational Services

The cooperative board is in a unique position to observe problems on an area-wide basis and to work with local districts in an area-wide attack on these problems. Its position is advantageous because it is in an intermediate position between the local district and the State Education Department.

As a result, the cooperative board can function as a catalyst, bringing educational problems to the attention of local leaders and suggesting proposals to meet them locally. It also functions to bring to their attention best educational practices and innovations. The cooperative board should be instrumental in creating new ideas, and in disseminating ideas originating with personnel in the component districts, and then in creating an atmosphere in which these new ideas may be tried out in local situations.

In discharging these obligations, the advice of several district superintendents was that cooperative boards should exercise care not to weaken their component districts "but rather serve to strengthen them" and that these boards ought not to appear to local districts "to be empire builders".

The major and underlying purpose of the cooperative board as it has developed in our State has been service to local districts. This emphasis upon service certainly contributes to vast differences in their operation throughout the State because services performed by these boards tend to reflect the needs, aspirations and expectancies of the people in any particular area.

There appear to be two points of view currently held by the people interviewed. One is that the cooperative board is strictly a service organization which responds to requests from its component school districts. The other point of view includes this but, in addition, holds that it has an obligation to make known and available to local districts new things in education, an understanding of new services and what they can be expected to accomplish, even before they are specifically requested by local districts.

A feature of the service aspect of cooperative boards which was frequently mentioned is that it provides a low-risk means for local school districts to try new programs which they might otherwise hestitate to undertake. In this way it can be determined whether the service is locally desirable and whether it will fulfill expectations held for it. Further, this aspect of cooperative boards has placed them in a position of complementing educational programs in local districts. There seemed to be widespread agreement that many of their services "have been life-saving for small districts", especially.

The realization of increased cooperation was also frequently cited. In the words of one man, the aim of cooperative boards "should be to encourage schools to work independently, yet cooperatively". Each school district should be encouraged to experiment and to go ahead on its own, yet feel a responsibility to others in the entire area for working with and rendering service to others for over-all improvement. Under such leadership local initiative is encouraged and shared with others.

Several people asserted that activities of the cooperative board had resulted in a greater feeling of unity throughout the area, that administrators had worked more closely together, that professional morale had been raised, and that as a result the educational outlook of the area had been greatly improved. Cooperative service over a broader area has become essential because local schools are operating under new or intensified public pres-

sures; state and national interests are changing or becoming more clearly identified; and technology is rapidly producing new tools of education. The resulting need for cooperative service has challenged cooperative board members and staffs, and they have in turn helped to challenge others on the local level. Consequently changes in education have accelerated in a number of areas as local board members and staffs have mutually reacted to these outside environmental changes.

Several district superintendents indicated that the cooperative board has functioned as a coordinating agency among its component districts. It has been an agency to collect and collate information of concern to local school people. Its resources have created opportunities for others to work more effectively and to move in the direction of their own specialties. It has also been the coordinating agency for developing ideas which arise from professional staffs of one or another of its component districts and then, when these ideas seemed to hold promise, it has acted as an agency to bring them to fruition.

Improvement of instruction then, is a basic goal of the cooperative board. *Leadership* and *service* define its role, and *cooperation* and *coordination* are the important elements of its operation in arriving at this goal.

Activities of Boards of Cooperative Educational Services

Throughout the interviews the observation was frequently expressed that cooperative boards must respect the integrity of local districts and must in no way interfere with local administration nor make any move to take away any of the prerogatives of local school boards or administrators.

What then are the activities in which the cooperative board should be involved in order to fulfill this task of instructional improvement? Certainly, the shared teacher program will remain an important part of the total program. However, the importance of shared teacher services will decrease as smaller component districts reorganize into stronger school units, and as cooperative boards place greater emphasis upon other types of educational activity. The kind and number of these programs currently being offered by cooperative boards throughout the State have been reported in Parts III and IV of this report.

In addition to sharing teachers on a cooperative basis, those interviewed saw other services which might effectively be rendered through cooperative boards. Services of this nature which are already in operation in the State (not ranked in any order of importance or frequency of occurrence) include:

1. **Coordination of activities of local districts in such special areas as programs for gifted children**
2. **Vocational education**
3. **Mental health services, transportation for the handicapped, psychological and psychiatric consultants, social workers, classes for the handicapped**

4. **Consultant services for teachers**
5. **Curriculum specialists**
6. **Development of new services, some or all of which would ultimately be assumed as full-time obligations of local districts**
7. **Centralized cataloging and processing of library books**
8. **Instructional materials center and professional library**
9. **Film library and audio-visual consultation, and scheduling of circulation of material**
10. **In-service education for local professional staffs**
11. **Cooperative purchasing and other school business management services**
12. **Orientation programs for new school board members in local districts**
13. **Area-wide transportation coordination**
14. **Coordination of area-wide research programs**
15. **Mechanical services such as standardized test scoring, including interpretation both on a local and area-wide basis, and data processing**
16. **Experimentation with and coordination of educational television programs**

Services such as the above would be undertaken by cooperative boards as they are requested by the component districts. In many instances such services have been requested by a few of the component districts and, as these services have developed, board members, administrators and the public of the rest of the area have come to realize what these services can mean to the entire area. Then this type of service becomes a function of the central office.

Some services might be developed differently. For example, vocational education might require cooperative efforts of more than one cooperative board and their component districts. It might require the cooperation of two or more cooperative boards along with any city and village superintendencies in their geographical area. While the function of area-wide cooperative leadership is not limited to cooperative boards, they are in an advantageous position to give it.

Headquarters staff should function in an advisory and consultant capacity with personnel by function, regardless of district lines, and with pupils drawn from the whole area served by the cooperative board. It should be trite to say that such personnel should be qualified, rather than merely certified, to fill a position on the headquarters staff. If qualified

people are not available, it would be better to delay undertaking a new service until they are available or until one can be trained to fill a specific position.

Capsule Description of Activities. Several cooperative boards in New York State are operating successful programs in one or more of the above areas. These are not by any means the only activities going on in these districts, and the brief descriptions which follow may do them an injustice. However, they do provide us with some insight into the range of activities undertaken by various cooperative boards throughout the State.

1. This board has developed an advanced placement program in English for four area high schools. Because of the small number of eligible students in each school, pupils are brought together in one central place for instruction.

2. This board arranges with Syracuse University for curriculum consultation on both elementary and secondary levels for its component districts.

3. "Conference on Wheels" from Syracuse University was sponsored by this outlying cooperative board for the professional staffs of its component districts. This type of activity resulted from the desire to serve as a coordination influence.

4. This board has taken the initiative in calling together school boards in its county and then in a neighboring county to look at area-wide educational needs at the high school level, and at the possibility of establishing a community college. As a result, a joint meeting of these boards together with members of the boards of supervisors of both counties has been scheduled for the purpose of further study of the project.

5. This board is experimenting with a program for gifted children which it calls "Adventures in Knowledge". A committee of principals, vice principals and guidance personnel select outstanding college professors from the Universities of Rochester and Buffalo and from Brockport and Geneseo State University Colleges of Education, and other outstanding experts in particular fields. Subjects covered for gifted children are not covered in the regular school program. Much planning for programs and meetings is done in the cooperative board office. Planning is the key to the success of this program.

6. This board has a "project coordinator". Because of his background he has worked largely in the elementary field. At the present time, emphasis is on in-service training of teachers and improvement of instruction. A series of one-day workshops has been organized in this area dealing with instructional fields in both elementary and secondary schools. About 40 of these workshops are being scheduled. Materials for the workshops have been selected by a council of teachers and administrators. In addition, during 1960-61 the project coordinator initiated a program for the exceptional

child in conjunction with the State University College of Education in New Paltz.

7. Currently, one of the outstanding programs in this district is the guidance center at which a battery of psychological, achievement and diagnostic tests are administered to individual pupils by psychologists and guidance counselors. The staff is available for consultation with school guidance counselors and parents for planning follow-up activities for each case. It also gathers and publishes each year information on college opportunities and costs.

8. The schools in this area are interested in the new cadet teacher and research program in junior high school grades being instituted by Cornell University. The cooperative board has helped bring university and local schools together for this project. It is believed that this program will improve instruction through supervision of cadet teachers by college staff members and participation of local teachers in seminar and personal discussion.

9. This board now has an assistant for curriculum enrichment. Most of his work is at present concerned with full utilization of the film library and providing instruction in the use and selection of materials. The film library is an excellent example of a regional library. It now has an inventory of $80,000 worth of prints, purchased by the cooperating schools, with a goal of an inventory of $200,000. More complete use of centralized machine equipment is also the subject of experimentation. Already tried and found successful through the use of machines are test scoring and secondary school scheduling. Now in the trial stage are school census data processing and payroll accounting.

10. The position of coordinator of reading programs was created in order to upgrade reading instruction in this outlying area. The coordinator works with teachers of local districts in setting up the program, getting materials, improving techniques and devices of teaching, and helping teachers prevent reading difficulties. The classroom teachers have accepted the person and the position. "They are the general practitioners; she is the specialist."

11. One rural board has attracted widespread attention because of its program with gifted children in "a culturally deprived area". Another has developed a testing center which includes a standardized test scoring service, in cooperation with a nearby college.

12. This board has participated in and experimented with two programs for the gifted child: (1) Wide Horizons and (2) Advanced Placement of the Gifted through Supplemental Instruction, both with the University of Rochester. These programs are available to students who have completed grade 11. The university is carrying on follow-up studies to determine the success of these programs. Arrangements for these programs and their

evaluation could only be made by the cooperative board, in lieu of some ten or more contracts with separate districts.

This board has a steering committee composed of teacher representatives from each of its component districts which formulates plans for attacks on common curriculum problems throughout the area.

14. This board has developed an instructional materials center which includes textbooks, professional literature and a film library. The center also provides in-service activities for professional staff members of component districts as well as curriculum consultation on both elementary and secondary levels. Consultants have worked with teachers and administrators in seminars, workshops and curriculum planning projects.

15. This rural board has a coordinator of research. As a part-time employee he has to date worked only in the area of curriculum improvement. This has warranted expansion of the position to full-time in order to broaden the area of research. A cooperative study concerning science projects and demonstrations for all grade levels has raised teacher sights in science. A psychologist is interested in study habits and reading speed.

16. This cooperative board pioneered area-wide services for mentally retarded children. Fifteen classes have since been established in five school districts as a direct outgrowth of the interest and leadership of this board. In addition, two other districts which had had such classes expanded their services to these children. This board has divested itself of the administrative responsibility for these classes as rapidly as the component districts could accept it in the belief that it thus strengthened the overall program of the component districts.

17. Cooperative boards and their component districts around the cities of Buffalo, Cortland and Watertown have involved themselves to varying degrees with educational television programs. These programs are of either closed or open circuit broadcasts.

Problems Faced by Boards of Cooperative Educational Services

1. One problem faced by practically all cooperative boards is maintaining adequate staffing. One of the reasons offered for this is that most of the staff of the cooperative board work in special areas, in many of which qualified people are in short supply everywhere. However, several district superintendents stated there were other conditions that also had a bearing on this problem. The job itself has several features which are less desirable than regular school district jobs. The impermanence of any cooperative board job was the one factor most frequently cited. The fact that shared teachers work in two or more school systems and don't "belong" to any one was also cited as being an apparent disadvantage. Superintendents generally believe that the $6,000 limitation for state aid on salaries is disadvantageous. This provision severely limits the ability of

their boards in poorer areas of the State to compete in a restricted market for people qualified in their specialties. It must also be pointed out that cooperative board teachers were reported to be paid on a par with or slightly higher than their colleagues in local districts. A few attributed difficulties in getting and keeping good people to the fact that the boards were located in remote sections of the State. These generally happen to be the poorer areas as well, where the limitation on salary aid is more severely felt. Others attributed their difficulties to the fact that some teachers do not like to travel long distances between assignments, particularly in severe winter weather.

2. There was widespread belief that the limitation of 10 percent of the total operating budget as the determining factor of state aid for administrative costs is artificial. As a result it handicaps the full operation of the cooperative board, especially if some positions are transferred to central office responsibility, as they should be. It further seems that some change in the financial structure of the cooperative board may be necessary to allow for further growth. One suggestion made was that the cooperative board should be directly entitled to state aid, rather than by bookkeeping charges and credits through the component districts.

3. The area of finance accounting presents problems to cooperative boards. It was suggested that the State Education Department might develop financial directives and forms for accounting procedures specifically for cooperative boards. Some superintendents would welcome active participation by department personnel in establishing a recommended accounting system.

4. Certain problems appeared in relationships of cooperative boards with the State Education Department. Among the most frequently mentioned was concern with approval of services. District superintendents were generally of the opinion that the necessity for getting the same services approved, year after year, was a needless waste of time and effort on the part of local administrators and department personnel. Additionally, it was felt that differences in philosophy or interpretation which exist within the Department limits satisfaction with the necessity for getting positions approved. Approvals of some items for some cooperative boards but not for others, as was reported on several occasions, raises many questions among people in the field. If there are good reasons for these differences, they have not been explained. At least two superintendents stated that approvals should be made on a less rigid basis, that is, on the basis of local needs rather than according to a predetermined pattern for all cooperative boards.

Boards of cooperative educational services were faced, as they attempted to develop their programs, with an apparent lack of understanding of their function, and, if not contradictory, at least unresolved views of their role. The situation may have been due, at least in part, to

the fact that these boards, facing widely divergent situations (see Part II), have developed in different ways to meet what were seen as local needs. If these boards had all developed according to a clear-cut pattern in the field, there would have developed fewer differences of opinion as to what was expected of them.

5. Many district superintendents were concerned with the problems of providing adequate facilities for their programs. They were hopeful that the Department and the Legislature might find a way to resolve this problem.

The facilities are of two kinds, those for administrative headquarters and for area-wide educational services, particularly in vocational education. The people who conduct the affairs of cooperative boards are aware that rental charges include the costs of maintaining the property for which the board would be responsible anyway. Rental charges also include taxes, return on investment for risk capital, and capital gains, for none of which these boards would be responsible if title rested with them. They are also aware, through experience, that locating rental facilities best suited to the administrative and, particularly, to the educational use to which they will be put, is a rarity.

Consequently, this problem arises from the fact that no way has yet been found whereby, in the interests of both economy and efficiency, cooperative boards can construct buildings suited to their purposes.

6. Cooperative boards as they have emerged are oriented toward the improvement of instruction. This has come about from a sincere belief that independent districts of almost any size will find areas in which they can use help from others and that certain services can be performed better and more economically on an area-wide and cooperative basis rather than on a local district basis. This has been recognized by school officials of both cities and cooperative boards. In this connection, they have mentioned such services as vocational education; coordination of transportation; development of programs for the gifted; classes for the severely mentally retarded; and the development of a mechanical center for test scoring and analysis, class scheduling, census data processing and like services.

APPENDIX

The six sheets of the questionnaire, which were sent to the executive officer of each shared services board, are reproduced on the following pages.

Shared Service Area
Organizational Information

New York State School Boards Association, Inc.
170 State Street
Albany 10, New York

_____

_____

Project No. 1

Shared Services

Sheet No. 1

Total Enrollment
October 1959

K-6 _____

7-9 _____

10-12 _____

Total _____

Administration (check)
District Supt. _____

Committee of Supts. _____

Director _____

Does your board serve by contract:	No. of Dists.
Village Suptcy.	_____
City	_____
Other	_____

Equalized or
Full Valuation

1958-59 $_____

1959-60 $_____ (Est)
(Computed by using 1958-59 equalization ratios)

Number of Component Districts Serviced

Common _____

Union Free _____

Central _____

Village Suptcy. _____

Cities _____

Is your board served under contract by:	No. of Dists.
Village Suptcy.	_____
City	_____
Other	_____

Number of Non-Professional Employees of Shared Services Boards

	Budget Classification		First Year One Hired
	Administrative	Shared Service	
Clerical	_____	_____	_____
Custodial	_____	_____	_____
Other (list)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Area-Wide Services

New York State School Boards Association, Inc.
170 State Street
Albany 10, New York

_____

_____

Project No. 1 *Shared Services* *Sheet No. 2*

1. Does your board assume responsibility for inservice training for:
   a. *Cooperative Board Staff?* Yes ____ No ____ If so, describe briefly _____
   _____
   _____
   b. *Component District Staff?* Yes ____ No ____ If so, describe briefly _____
   _____
   _____

2. What does your staff do in curriculum development with the component districts, such as curriculum and materials center, film library, consultant services, bulletins, and the like?
   _____
   _____
   _____

3. What services do you render your component school boards, such as sponsoring area-wide board meetings, orientation of new board members, bulletins to board members, and the like?
   _____
   _____
   _____

4. Does your shared service board sponsor area-wide research? ____ If so, in what areas:
   a. have projects been completed? _____ _____ _____
   b. are projects being contemplated? _____ _____ _____

Area-Wide Programs
Vocational

New York State School Boards Association, Inc.
170 State Street
Albany 10, New York

_____

_____

Project No. 1 *Shared Services* *Sheet No. 3*

1959-60 Vocational Services	Number of Teachers	Number of Pupils Using Service	School Year When Service Started

Area-Wide Programs
Exceptional Children

New York State School Boards Association, Inc.
170 State Street
Albany 10, New York

_____

_____

Project No. 1

Shared Services

Sheet No. 4

Services	Number of Teachers	Number of Pupils Using Service	School Year When Service Started	Number of Classes K-6	7-9	10-12	Total
1. Physically Handicapped							
a. Hard of Hearing							
b. Blind							
c. Cerebral Palsy							
d. Other (Specify)							
2. Mentally Handicapped							
a. Educable							
b. Trainable							
3. Slow Learners							
4. Talented or Gifted							
5. Other							

What courses have been started and later dropped? _____ _____ _____

What courses have been considered and not started? _____ _____ _____

What courses are being considered for future? _____ _____ _____

Area-Wide Programs
Exceptional Children—continued

New York State School Boards Association, Inc.
170 State Street
Albany 10, New York

_____

_____

Project No. 1 *Shared Services* *Sheet No. 5*

re: Coordinator, Director, Supervisor, or Consultant

Check if for total Program _____

Title	Area of Responsibility
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

Method of financing above services (No. 1 below refers to No. 1 above, etc.)

Cost of Contract with College	Foundation Grant	Local Cost	State Share
1. $_____	1. $_____	1. $_____	1. $_____
2. $_____	2. $_____	2. $_____	2. $_____
3. $_____	3. $_____	3. $_____	3. $_____
4. $_____	4. $_____	4. $_____	4. $_____

Shared Teachers Only

New York State School Boards Association, Inc.
170 State Street
Albany 10, New York

Project No.

Shared Services

Sheet No. 6

Component District for which this information is furnished (Identify)	1959-60 Service	Days of Service Per Week: Sole Service in District	Supplements Local Full-Time Teacher: Shared Service	Supplements Local Full-Time Teacher: Local Service	Grades in Which Service is Offered (check): K-6	7-9	10-12
Its enrollment as of October 1959							
K-6							
7-9							
10-12							
Total							
Its WADA 1958-59							

Note: Please fill one of these sheets for each component district.